IPA CE COMMITTEE WORKSHEET FOR SPEAKERS/PROGRAM CONTENT

SPEAKER:

SESSION TITLE:

EVENT DATE:

1. What expertise does speaker have in program content?

2. What demonstrates that the speaker is competent to teach this program?

3. How is program content relevant to psychological practice, education or science?

4. How is this program/content evidence-based?

5. How does program content:
   A. Maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession;

   B. Enable psychologists to keep pace with current scientific evidence regarding assessment, prevention, intervention and/or education methods;

   C. Aid psychologists in appreciating current research on diversity-related topics and being committed to a multi-culturally-competent approach to their work;

   D. Assist psychologists in staying abreast of changes in the field of psychological science and in enhancing interdisciplinary and interprofessional collaboration and practice;

   E. 5) inform psychologists on legal, regulatory, ethical and professional issues.

6. Describe how you will ensure instructor includes:
   1.1 Statements that describe the accuracy and utility of the materials presented, the empirical basis of such statements, the limitations of the content being taught, and the severe and the most common risks in their presentation?

   1.2 Information about potential conflicts of interest (e.g., commercial support interest for sponsors, instructors, content of instruction, or any other relationship that could reasonably be construed as a conflict of interest).

7. What is the speaker's experience in: developing content that respects and educates participants about issues related to diversity; and promoting participant mastery of specific strategies and behaviors that enhance inclusion of diverse populations (incl those from underserved and minority populations) and create professional environments that promote diversity.

8. How does program content respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status?

9. How does program content build upon a completed doctorate in psychology?

10. ***All CE programs must address content at the post-doctoral level.*** What is the instructional level of the activity (for program description)? Mark appropriate level: Introductory   Intermediate   Advanced

   Introductory - *Content is designed for psychologists who may have little to no background in a specialized skill or content area. Through this level of programming, the learner can become acquainted with the theoretical underpinnings, principles, methods, and perspectives of a content area. An introductory level program also may serve as the foundation for subsequent intermediate and advanced learning. Introductory level programing may also be related to an emerging area of knowledge or practice. Although this content can be used as a foundation for more advanced learning, an introductory level program may simply focus on breadth, enrichment or general knowledge.*

   Intermediate - *Intermediate level programming builds upon the learners' foundational knowledge in a content area. Programming at the intermediate level includes more depth than that which is associated with a beginning level program. The program of instruction can build on the learners' familiarity with the literature and/or experience. Programming can help the learner understand applications and limitations of theories and applied skill sets. Intermediate level programming may also focus on an integration of skills. This programming could also serve as a refresher course for individuals who have background in a content area and are interested in learning more contemporary applications.*

   Advanced - *CE program content at an advanced level builds upon established experience, knowledge and skills in the content area. This may include more diverse applications to specific populations or a novel application of the skill presented. Advanced level programming allows learners to refine their knowledge and skills in a content area and learn to effectively utilize them across challenging contexts. The content and instructional flow is consistent with the needs or a learner who has knowledge, experience, and skills in the content area. Advanced level programming tends to be more specialized in nature and allows the learner to integrate and enhance knowledge and skills into their practice or other professional* domains.

11. How are ***psychologists***, specifically, going to benefit from this session?

12. What is length of session (1st hour must be full; after 1st hour, can award in .25 increments)? ___ CE Hour(s)

13. How many of the hour above are Ethics credit?

14. Mark which of the following is met by program content & how. If content meets more than one, check the primary one.

   1.1   Program content focuses on application of psychological assessment and/or intervention methods that have overall consistent and credible empirical support in the contemporary peer-reviewed scientific literature beyond those publications and other types of communications devoted primarily to the promotion of the approach;

   1.2   Program content focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychological practice, education, or research;

   1.3   Program content focuses on topics related to psychological practice, education, or research *other than* application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

14.   Explain how program content meets the option marked above:

Completed by: